



GOVERNOR GRAY DAVIS 2000 EDUCATION INITIATIVES

Last year, Governor Davis and the Legislature put into place important accountability measures for schools, teachers and students. Those measures are now underway, with the recent publication of the Academic Performance Index for schools, development of a High School Exit Exam for students and school district implementation of Peer Assistance and Review.

This year, the focus of the Governor's initiatives is on providing substantial new resources for teachers and students to promote outstanding academic achievement. While continuing a commitment to reading, the initiatives expand efforts to boost student success by focusing on math and instruction of English language learners.

STUDENT ACHIEVEMENT – SB 1688 (Polanco/Alquist)	Total \$333.1 Million
Governor's Scholars Program (100,000 students)	112 M
Governor's Distinguished Math and Science Scholars (2,400 students)	6 M
Intensive Algebra Instruction Academies and Institutes (50,000 students, 1,000 teachers)	24.2 M
Summer School Rate Increase	102 M**
Cal Grant Expansion (22,500 new awards to students)	88.9 M**
TEACHER RECRUITMENT – SB 1666 (Alarcon/Correa)	Total \$236.5 Million
Teaching as a Priority (TAP) Block Grant Program	118.65 M
Teacher Recruitment Initiative Program (TRIP)	9.4 M
National Board Certification Bonuses (500 – 1,000 teachers)	15 M
Teacher Intern and Pre-Internship Expansion (5,400 teachers)	43.6 M
Governor's Teaching Fellowships (1,000 teachers)	20 M*
Loan Forgiveness (APLE) Program Expansion (1,000 teachers)	11 M*
Cal Grant T Restoration (3,000 awards to students)	10 M**
Teacher Outreach and Media Campaign	9 M**
TEACHER PROFESSIONAL DEVELOPMENT INSTITUTES – AB 2881 (Wright/O'Connell)	Total \$125 Million
English Language Development Institutes (10,000 teachers)	20 M
Reading Institutes Expansion (20,000 teachers)	36 M
High School Institutes (17,500 teachers)	33 M
Algebra Institutes (5,000 teachers)	7 M
Upper Elementary Mathematics Institutes (5,000 teachers)	9 M
Subject Matter Project Expansion (15,000 teachers)	20 M**
ADVANCED PLACEMENT EXPANSION – SB 1689 (Escutia/Mazzoni)	Total \$29.5 Million
EDUCATIONAL TECHNOLOGY – AB 2882 (Reyes/Dunn)	Total \$231.5 Million
Computer Acquisition for High Schools	175 M
Teacher & Administrator Educational Technology Training	6.5 M
Internet Connectivity	50 M**
UNIVERSITY OF CALIFORNIA INSTITUTES FOR SCIENCE AND INNOVATION AB 2883 (Villaraigosa/Murray)	Total \$75 Million

Total Davis Education Legislation Package **\$ 1.03 Billion**

* Includes out-year costs ** Included in Budget bill (AB 1740) or Education Trailer bill (SB 1667)

STUDENT ACHIEVEMENT SB 1688 (POLANCO/ALQUIST)

GOVERNOR'S SCHOLARS PROGRAM

\$112 M

Purpose

The current year's budget provides awards to schools and teachers for improved student achievement. This year, Governor Davis proposes to expand the important concept of rewarding merit to students as well. To encourage high school students to study hard and master the State content standards, this bill would award \$1000 scholarships for 9th, 10th, and 11th grade students who demonstrate high academic achievement on the statewide Standardized Testing and Reporting (STAR) examinations.

Fiscal commitment

\$112 million in the Governor's 2000-01 Budget.

Students are eligible for the award if they meet all of the following criteria:

- ✎ Must attend California public high school for at least one continuous year; and
- ✎ Must take standards-based STAR examination (both English/language arts and mathematics) and Stanford 9 examination (reading and mathematics) in 9th, 10th, or 11th grade.

Selection of scholars shall be based on the following criteria:

- ✎ Must attain a score on the Stanford 9 examination that places him/her in the top 5% of test-takers **statewide** in the 9th, 10th, or 11th grade (combined reading and mathematics score);
OR
- ✎ Must attain a score on the Stanford 9 examination that places him/her in the top 10% of test-takers **within each California comprehensive public high school** in the 9th, 10th, or 11th grade (combined reading and mathematics score).
- ✎ Students who score in both the top 5% statewide and the top 10% by school on the Stanford 9 examination are eligible to receive only one Governor's Merit Scholarship of \$1000 each year.
- ✎ Students are eligible to receive an award for up to 3 years (9th, 10th, and 11th grades).

Scholarship awards shall be used as follows:

Awards shall be deposited into a Golden State Scholarshare Trust account until the recipient attends a postsecondary educational institution. Awards shall be used to defray educational costs associated with attending any public or private, accredited or State-approved postsecondary education institution in the United States.

Estimated number of students served: 100,000

Governor's Distinguished Math and Science Scholars Program

\$6 M

Purpose

There is a tremendous need for students with strong academic preparation in math and science. Such courses are demanding, yet when students opt out for an easier course of study, they limit their options for rigorous college preparation and careers in burgeoning high technology and scientific fields.

To encourage high school students to pursue rigorous coursework and to excel in mathematics and the sciences, this proposal awards \$2,500 individual scholarships to Governor's Merit Scholars who achieve the highest scores on Advanced Placement (AP) calculus and science exams.

Fiscal commitment: \$6 million in the Governor's 2000-01 Budget.

Students are eligible for the award if they meet all of the following criteria:

- ✎ Must be a Governor's Merit Scholar;
- ✎ Must attend California public high school for at least one continuous year; and
- ✎ Must take Advanced Placement (AP) Calculus exam and one of the following three AP science exams: Biology, Chemistry, or Physics.
- ✎ If a student's school does not offer AP Calculus and at least one of the three AP science courses, he or she may take instead the Golden State Examination (GSE) in High School Mathematics in place of AP Calculus and one of the four sciences offered (Biology, Chemistry, Physics, or Second-year Coordinated Science) in place of AP Biology, Chemistry, or Physics.
- ✎ If a student's school offers only AP Calculus and no AP science courses, he or she must take the AP Calculus exam and one of the four GSE science exams. Similarly, if a student's school offers only AP Biology, Chemistry, or Physics but no AP Calculus, he or she must take the AP science exam and the GSE High School Mathematics exam.
- ✎ If a student's school offers an International Baccalaureate Program (IB), he or she must do well on the science and mathematics portions of IB examinations.

Selection of scholars shall be based on the following criteria:

- ✎ Must attain a score of 5 (top score) on the AP Calculus AB exam and on one of the three AP science exams; **OR**
- ✎ Must attain a score of 4 or 5 on the higher-level AP Calculus BC and Physics C exams; **OR**
- ✎ If a student's school does not offer AP Calculus or at least one AP science full-year sequence, student must score a 6 (highest honors) on the GSE High School Mathematics exam in place of AP Calculus or on one of four GSE science exams in place of AP science.
- ✎ Students are eligible to receive only one Governor's Distinguished Math and Science Award.

Scholarship awards shall be used as follows:

Awards shall be deposited into a Golden State Scholarshare Trust account until the recipient attends a postsecondary educational institution. Awards shall be used to defray educational costs associated with attending any public or private, accredited or State-approved post-secondary education institution in the United States.

Estimated number of students served: 2,600

Intensive Algebra Instruction Academies

\$24.2 M

There is a need to focus on students at the middle school level because these are the first students who will face a High School Exit Exam, to include algebra, as a condition of graduation. The program will provide intensive pre-algebra and algebra instruction to 50,000 middle school students.

Purpose

To provide intensive pre-algebra and algebra instruction to middle school students having difficulty learning pre-algebra or algebra. (The Algebra Academies are modeled on the highly successful Elementary School Intensive Reading Program created by AB 2X.)

Program Design

There are two proposed instructional formats:

- ✎ Thirty-five thousand students will receive instruction through the normal summer school funding mechanism; teacher selection, course content and student participation are largely discretionary on the part of school districts.
- ✎ Fifteen thousand students will receive six weeks of instruction through the Algebra Academies Algebra Professional Development Institutes. One thousand teachers will attend weeklong Institutes, and then pair up to team-teach summer middle school students in the morning. After teaching each morning, teachers will take part in two-hour professional development sessions facilitated by UC-directed personnel. (Schools with facility constraints will operate similar programs during the weekends and/or during intersession.)

Funding

- ✎ The Governor's 2000-01 Budget allocates \$24.7 million for the program. Of that amount, \$1.7 million will go to UC for developing the teacher institutes and facilitating the afternoon sessions. Another \$1.5 million will pay for stipends of \$1,000 - \$2,000 to 1,000 teachers who participate in the Institutes and supplemental professional development. \$5.4 million will go to districts to create algebra academies for 15,000 students taught by teachers who have participated in the Middle School Algebra Institutes. \$12.6 million will go to school districts to serve an additional 35,000 students. It will also provide \$3.5 million to guarantee a minimum level of funding to smaller school districts.

Students Served

- ✎ 50,000 7th- and 8th-graders will get assistance to be successful in pre-algebra or algebra.

Program Evaluation Requirement

- ✎ The Superintendent of Public Instruction shall provide for an evaluation of this program by November 1, 2002.

TEACHER RECRUITMENT SB 1666 (Alarcon/Correa)

California must address the need for up to 300,000 new teachers over the next ten years due to teacher attrition and student growth. A primary focus of the Governor's proposal is to provide financial incentives to attract both veteran and fully credentialed new teachers to teach in low-performing schools. A low-performing school is one ranked in the bottom 50% of the Academic Performance Index.






Teaching as a Priority (TAP) Block Grant

\$118.65 M

Purpose



The Teachers as a Priority (TAP) Block Grant program will award grants to school districts on a competitive basis through the State Department of Education with the approval of the State Board of Education for the purpose of providing incentives to attract and retain credentialed teachers and to reduce the number of emergency permit holders in low performing schools.

Block grant funds may be used at the discretion of the school districts for the solely to provide teacher recruitment and retention incentives which may include, but are not limited to:

-  Signing bonuses,
-  Improved work conditions,
-  Teacher compensation,
-  Housing subsidies, or
-  A longer school year.

The State Board of Education shall evaluate the TAP Block Grant program and provide evaluation results to the Legislature by January 2004.

Funding

-  Funding will be allocated to school districts whose schools are ranked in the bottom half of the Academic Performance Index. Those schools within the bottom half, ranked in the bottom three deciles, will receive 1.5 times the fund per pupil of schools ranked in deciles 4 and 5.
-  Funding through the TAP Block Grant program shall supplement, and not replace, existing efforts to recruit and retain fully credentialed teachers in the school district.

Eligibility

A school district applying for the TAP Block Grant program would be required to provide baseline information from each school site of the number of teachers with waivers or emergency credentials.

National Board for Professional Teaching Standards Certification

\$15 M

- ✎ Increases the existing \$10,000 bonus awarded to National Board-certified teachers to \$30,000 for those National Board-certified teachers employed at a low-performing school. Award recipients must agree to teach at their school for four years.
- ✎ Provides certification candidates with up to \$1,000 to help defray the cost of becoming Board-certified.

Teacher Recruitment Initiative Program (TRIP)

\$9.4 M

Purpose

While the teacher shortage is most often described as a statewide condition, the issue of finding adequate numbers of qualified teachers to fill district vacancies is largely a regional challenge. To recruit college students and others to pursue teaching as a career and to entice qualified veteran teachers to teach in low-performing schools, TRIP Centers, comprised of school districts, county offices of education, colleges or universities or other public entities, will be established in six regional labor markets with low-performing schools, where 20 percent or more of teaching staff hold emergency credentials. Recruitment efforts will also target prospective teachers as well as teachers who are fully credentialed but not currently employed in the teaching profession; retired teachers reentering the teaching profession; credentialed teachers not currently assigned to low-performing schools; and credentialed teachers from out of state.

TRIP Centers are charged to do the following:

- ✎ Employ full-time recruiters to do outreach and provide credential/career counseling to prospective teachers in consultation with the Commission on Teacher Credentialing.
- ✎ Facilitate technical assistance to school districts to streamline their hiring processes.
- ✎ Organize school representatives to conduct out-of-state recruitment.
- ✎ Target electronic, print, radio and other means of advertising as an integral part of outreach efforts to potential teachers and to market state-funded incentives to potential teachers.
- ✎ Conduct college campus and community-based information sessions on teaching opportunities.
- ✎ Report regional recruitment data to Sacramento County Office of Education (SCOE) on at least an annual basis.

How TRIP will work:

- ✎ The SCOE will administer the program statewide and award, by January 1, 2001, up to six grants on a competitive basis to consortia that 1) serve schools that rank in the bottom half of the Academic Performance Index, have a high concentration of teachers employed holding emergency permits, and have applied to the II/USP program 2) represent the breadth of districts in regions with

Teacher Recruitment Initiative Program (TRIP), continued

low-performing schools; 3) demonstrate meaningful collaboration among consortium members; and 4) present a recruitment plan that uses highly effective strategies.

- ✎ The SCOE will provide oversight and technical assistance for regional centers. It will advise the California Center on Teaching Careers on the development of a \$9 million public engagement campaign for regional and out-of-state recruitment, develop a guide of all state-level incentives to recruit and retain teachers, and report teacher placement data to the appropriate state agencies.
- ✎ School districts participating in recruitment consortia will be provided first priority for a personnel hiring practices review by the County Office Fiscal Crisis and Management Assistance Team conducted with funds provided for this purpose.

TEACHER PREPARATION

Purpose

To provide incentives and support for individuals who pursue traditional and alternative routes to teacher certification, the bill establishes a new teaching fellowship, an expanded and more accessible college loan assumption (APLE) program and an enhanced teaching internship program (alternative certification).

California Teaching Fellowships Program

\$20 M (Full Year)

- ✎ Creates the California Teaching Fellowship Program to provide \$20,000 awards to 1,000 teaching candidates who agree to teach in a low-performing school for four years. Candidates must have a baccalaureate degree, and fellowship awards may be used for living expenses and tuition at any teacher certification program in California. The California State University, in association with other higher education systems, will administer the program.

Pre-Intern and Intern Grants

\$43.6 M

Internships are a way for teaching candidates to receive a full teaching salary while in training. This is an especially attractive program for older candidates with family responsibilities who need a steady income and can't take a year or more away from the workplace to return to a traditional teaching program.

- ✎ Increases the annual grant amount awarded to school districts and county offices of education for teacher interns from \$1,500 to \$2,500 per intern annually. It also allows for the expansion of the intern and pre-intern programs to provide additional teacher trainees who work in classrooms under mentor supervision while earning their teaching credential.







TEACHER PREPARATION

Cal Grant T Award Restoration


Restores funding for up to 3,000 awards and adds a service requirement to the Cal Grant T program requiring the recipient to teach in a low performing school for four years. Recipients who fail to meet their teaching obligation must repay the Cal Grant T award.

Assumption Program of Loans for Education Restructuring

In future years, there will be up to an \$11 million state obligation to fund an additional 1,000 scholarships. Makes the following changes to APLE:

-  Expands the program from 5,500 awards in the current year to 6,500 in 2000-01.
-  Provides incentives for teaching credential candidates to seek positions in low-performing schools.
-  Eliminates requirements relating to the distribution of warrants, but maintains the provision requiring that a specified number of warrants be issued to applicants who agree to teach in a rural school and that priority go to teachers of math and science.
-  Enhances flexibility by allowing applicants to be enrolled in their credentialing program on a half-time basis.
-  Directs that the California Student Aid Commission engage in aggressive outreach and marketing efforts to inform potential candidates, and the public, of APLE.
-  Allows school districts and county offices of education that operate district intern programs to nominate candidates for loan forgiveness.

Retired Teachers

-  Current law allows retired teachers who come back to the classroom to earn no more than \$19,600 annually, unless they fill a vacancy in K-3 classrooms caused by the class size reduction program. This proposal eliminates restrictions on salaries for all teachers who retire before January 1, 2000, so that they may return to the classroom at full pay without losing retirement benefits.

TEACHER PROFESSIONAL DEVELOPMENT INSTITUTES AB 2881 (Wright/O'Connell)

\$125 M

As we expect students to achieve at higher levels, we must also provide teachers with the support to help their students succeed. Last year, the Governor's Reading Professional Development Institutes trained 6,000 teachers in best practice methods of teaching the gateway skill of reading. This year, the Governor proposes expanding that successful model by offering rigorous professional development opportunities to over 70,000 teachers at Institutes jointly administered by the University of California, California State University, and independent colleges and universities. The Institutes continue a commitment to enhanced instruction and student achievement in reading, but add a strong emphasis on math, English and instruction of English Language Learners.

Program Characteristics

- ✎ Institutes are coordinated by UC's Subject Matter Projects and taught at higher education institutions throughout the state.
- ✎ Professional development is research-based and offered to school teams in segments of one to three weeks, with multiple follow-up sessions throughout the school year. All participants receive stipends (\$1,000 - \$2,000 commensurate with duration of institute). Independent evaluations of each of the six professional development programs will be completed by January 1, 2002.

English Language Development Professional Development Institutes \$20M

Purpose

Nearly 25 percent of students in California schools are English Language Learners. The current year budget provides funding to train 5,000 teachers serving students with English as their second language in grades 4 – 8. This proposal would provide professional development for 10,000 teachers who serve students with English as their second language in grades K-12, bringing to 15,000 the number of teachers served in English Language Development Professional Development Institutes. This program is aimed at fully preparing teachers to offer a comprehensive and rigorous instructional program for English Language Learners and to assess pupil progress so that they can meet the state academic and performance standards.

Program

Beginning this summer, the training will be offered to school teams at one-to two-week Institutes at colleges and university campuses statewide, with follow-up instruction throughout the school year. The Institutes will be developed jointly by the University of California, California State University, Community Colleges and independent colleges and universities, and will be coordinated by the California Subject Matter Projects, an inter-segmental, discipline-specific network administered by UC.

Funding

\$20 million in the Governor's 2000-01 Budget.

Incentives for participation: Each participant shall receive a stipend of \$1,000 - \$2,000.

English Language Development Professional Development Institutes, cont'd.

Teacher Team Selection Criteria

The proposal calls for schools to send teams of teachers to the Institutes. Participating teams are to be diverse and include both teachers who do and who do not hold cross-cultural or bilingual cross-cultural certificates, and, where appropriate, school administrators. Instructional assistants may also participate as part of their school teams.

School Team Selection Criteria

If not enough funds are available to fund all eligible applicants, priority will go to schools with a high number of beginning and non-credentialed teachers. If there is ample funding for all eligible applicants, priority participation will also go to teams of teachers from schools:

- ✎ students are at or below the 40th percentile on the English language arts STAR test.
- ✎ a high percentage of pupils score below grade level on the English Language Development test when it is developed.
- ✎ more than 25 percent of students are English Language Learners.

Estimated Number of Teachers Served: 15,000

California Reading Professional Development Institutes

\$ 36 M

Purpose

To build on the success of last year's Reading Professional Development Institutes, which provided professional development in reading instruction to 6,000 teachers. This year, 14,000 additional teachers, attending as teams from their schools, will receive professional development. Some of those 14,000 will be second-year participants, who will focus on the use of instructional materials, leveraging of district resources, and developing as leaders in their districts.

Funding: \$36 million in the Governor's 2000-01 Budget.

Teacher-Team Selection Criteria

If not enough funds are available to fund all eligible applicants, priority will go to schools with a high number of beginning and non-credentialed teachers. If there is ample funding for all eligible applicants, priority participation will also go to teams of teachers from schools:


- ✎ whose pupils' reading scores are at or below the 40th percentile on the reading portion of the state's standardized assessment.
- ✎ that are committed to participation in the program for at least three years.
- ✎ with high poverty levels, as measured by participation in the free and reduced price meals program.
- ✎ with participation of a good cross-section of veteran and beginning teachers and site administrators.
- ✎ that have adopted standards-based materials approved by the State Board of Education.

Location of Institutes: Throughout the state on campuses of UC, CSU, and independent colleges/universities, and County Offices of Education.

Estimated number of teachers served: 20,000

High School Professional Development Institutes

\$33 M




-  **High School English Professional Development Institutes**
-  **High School Mathematics Professional Development Institutes**

Purpose

To offer professional development in teaching of math and English at the high school level. The professional development will consist of intensive institutes, one to three weeks in length, and supplemental training sessions. 17,500 high school teachers of various subjects will attend Institutes as school teams to prepare students for the math and English portions of the state's standardized tests, the high school exit exam and to strengthen instruction and curriculum offerings so that more students can meet the UC and CSU "a-to-g" course requirements.





Funding: \$33 million in the Governor's 2000-01 Budget.

Teachers will receive training in the use of:



-  effective teaching approaches, especially for low-performing students
-  ongoing student performance assessment techniques
-  early intervention strategies

Teacher-Team Selection Criteria

Participating schools will send teams of teachers to the Institutes. If not enough funds are available to fund all eligible applicants, priority will go to schools with a high number of beginning and non-credentialed teachers. If there is ample funding for all eligible applicants, priority participation will also go to teams of teachers from schools:

-  whose students most need to improve their performance in mathematics and English,
-  that have adopted state-approved academic content standards,
-  that have high poverty levels as measured by participation in the free and reduced price meals program, and
-  that include interdepartmental school-site teams.

Incentives for Teachers to Participate

-  Provides stipends of \$1,000 - \$2,000
-  Provides that Institutes may count for any district or state professional development requirements or salary point credits.

Location of Institutes

Throughout the state on campuses of UC, CSU, and independent colleges/universities, and County Offices of Education.

Estimated number of teachers served: 17,500

Algebra Professional Development Institutes

\$7 M

Purpose





To offer professional development in teaching algebra and pre-algebra to 5,000 teachers, and better prepare California students to succeed on the High School Exit Exam. The program consists of one-to three-week institutes offered at college and university campuses statewide, beginning in July 2000, with follow-up training throughout the school year. The Regents of the University of California are requested to jointly develop and administer the Institutes with the Trustees of California State University and the independent colleges and universities.

Funding


\$7 million in the Governor's 2000-01 Budget.

Teacher Selection Criteria

If not enough funds are available to fund all eligible applicants, priority will go to schools with a high number of beginning and non-credentialed teachers. If there is ample funding for all eligible applicants, priority participation will also go to teams of teachers from schools:

-  Whose students need to improve their performance in pre-algebra and algebra.
-  With a high number of teacher team applicants from the subject area.
-  That have adopted standards-based materials in pre-algebra and algebra.
-  That have high poverty levels as measured by participation in the free and reduced price meals program.

Incentives for Teachers to Participate

-  Stipends of \$1,000 - \$2,000 for each participant

Estimated Number of Teachers Served: 5,000

Elementary Mathematics Professional Development Institutes

\$9 M

Purpose

To create stronger mathematics instruction in elementary schools, this initiative is designed to identify elementary school teachers who have an interest in math and strengthen the skills of those teachers in summer Institutes. When Institute participants return to their schools, they will become teacher-trainers and assume more of the responsibility for mathematics instruction. Additionally, these teacher-leaders will work with other teachers to strengthen the overall program of math instruction at their schools. The Elementary Mathematics Professional Development Institutes will offer two-to-three weeks of intensive professional development with follow-up training for 5,000 late elementary (grades 4-6) teachers.

The Regents of the University of California are requested to jointly develop and administer the Institutes with the Trustees of California State University, the independent colleges and selected county offices and K-12 school districts.

Funding

\$9 million in the Governor's 2000-01 Budget.

Participation

Instruction will commence in July 2000 for the late elementary teachers providing direct instruction in mathematics. Participants will specialize in teaching mathematics and provide support to other teachers of mathematics in the elementary schools.

Teacher Selection Criteria

If not enough funds are available to fund all eligible applicants, priority will go to schools with a high number of beginning and non-credentialed teachers. If there is available funding for all eligible applicants, priority goes to teams of teachers from schools:

- ✎ whose students most need to improve their performance in mathematics and English,
- ✎ that have adopted state-approved academic content standards,
- ✎ that have high poverty levels as measured by participation in the free and reduced price meals program, and
- ✎ that include interdepartmental school-site teams.

Estimated Number of Teachers Served

Five thousand late elementary (grades 4-6) teachers will participate in one-to three-weeks of intensive professional development instruction and follow-up training to become math specialists.

Subject Matter Project Expansion

\$20 M

The California Subject Matter Projects (CSMP) are networks of professional development programs operating year-round to serve K-12 teachers. The CSMP networks seek to assist California's large number of experienced teachers in:

- ✎ deepening their content knowledge,
- ✎ refining their instruction, and
- ✎ building their leadership capacity at the school, district, and/or state levels.

Purpose

To provide more teachers the opportunity to take part in the professional development offered by the CSMP so they can help students pass the High School Exit Exam, improve academic performance, and meet requirements for entrance to CSU and UC. This proposal would expand the existing 97 CSMP sites and create about 70 new sites to serve an additional 15,000 teachers. The focus of the expansion will be on the core academic areas of English, math, history/social science, and science.

Funding: \$20 million in the Governor's 2000-01 Budget.

Program targets

- ✎ Teachers in low-performing schools.
- ✎ Teachers in the areas of writing, reading and literature, history/social science, math, science, international studies, foreign language, and the arts.

Location of CSMP sites: on campuses of UC, CSU, and independent colleges/universities.

ADVANCED PLACEMENT EXPANSION SB 1689 (ESCUTIA/MAZZONI)

\$29.5 M

Purpose

Increasing the availability of Advanced Placement (AP) courses is consistent with Governor Davis' call for raising academic achievement for all students. This proposal is aimed at providing incentives for every California public high school to provide access to rigorous, college-level courses to all interested and prepared students. It also provides funding to develop pre-Advanced Placement programs in middle schools that feed into California public high schools.

Funding

\$ 29.5 million in the Governor's 2000-01 Budget.

Proposal

- ✎ Provides \$16.5 million to fund grants to 550 high schools for purposes of funding AP-related professional development, establish and support vertical teams of teachers of AP and pre-AP courses, tutoring services to AP students, and provide start-up funds for instructional materials and equipment for AP courses. Decreasing grants, in the amount of up to \$30,000, \$22,500, \$15,000, and \$7,500 will be awarded over a four-year period.
- ✎ Provides \$5 million to the AVID program to increase AP capacity by training vertical teams of teachers to develop and implement pre-AP and AP courses and tutors for AP students.
- ✎ Provides \$8 million to the University of California for ongoing development and piloting of online AP courses with subject priority for mathematics and science.
- ✎ Requires that parents and guardians be notified of the availability of state funds to cover the costs of Advanced Placement examination fees.

Priorities for funding

- 1) schools with 3 or fewer AP courses, or in the case of multi-track schools, 3 or fewer AP courses per track;
- 2) schools that do not offer AP courses in either math or science;
- 3) schools with low college participation rates; and,
- 4) schools with a majority of students who qualify for free or reduced price meals.

Criteria for funding

- ✎ High schools establishing new AP courses or expanding existing AP programs shall commit to 50% or more AP students enrolled in each AP course taking the AP examination or an increase of 10% in AP test takers in each course from the previous year, whichever is greater.
- ✎ Awarded schools would design and implement a multi-year AP program expansion plan which will establish a minimum of *four* AP courses by the 2001-02 academic year, including one math and one science course. The remaining two courses may be in other core curriculum areas.

Evaluation

On or before August 1, 2002, the Superintendent of Public Instruction shall contract for an independent evaluation of the effectiveness of the program and report its findings to the Governor and Legislature.

COMPUTER TECHNOLOGY INITIATIVE AB 2882 (Reyes/Dunn)

\$ 231.5 M

California is a national leader in the use of technology for the information age, but lags far behind in the availability of technology in the classroom. The Governor's education technology initiative calls for a major commitment of \$231.5 million to increase the number of computers in classrooms and to train school staff to use them effectively. The initiative will provide a \$50 million expansion to bring high speed Internet access to all public schools.

Fund Distribution

\$175 million will be allocated as follows:

- ✎ First priority for high schools with no or few Advanced Placement courses. Schools will have additional flexibility in the use of these funds to assure that the needs of the schools related to offering AP courses are met.
- ✎ School districts with the fewest computers per pupil will receive greater funding than those with the most computers (avoids exacerbating "digital divide"). In the 2000-01 fiscal year, funding will be limited to high schools.
- ✎ No specific match requirement—because this money is only for computer and some software purchases, districts will need to supplement this funding to purchase peripherals, networking/telecommunications hardware, software and other services.
- ✎ Any funds not allocated by March 15, 2001 will revert to the district's School Improvement/Student Achievement Block Grant Program

\$6.5 million will be allocated as follows:

- ✎ For training of teachers on the instructional use of computers in the classroom, library or media centers.
- ✎ Staff development will be provided by CSU in cooperation with school districts, county offices, the private sector and other higher education institutions. CSU will seek public/private partnerships to expand technology staff development.
- ✎ The effectiveness of the program will be evaluated by an independent contractor.

Purchase Standards

- ✎ For instructional purposes only (not administrative uses) limited to classroom, library or technology/media centers.
- ✎ Except for schools implementing Advanced Placement courses, cannot be used for peripheral equipment (e.g. printers, scanners, etc.), networking equipment, or wiring. However, the purchase price could include system configuration and possibly a basic software bundle.
- ✎ School districts will be encouraged to coordinate the purchase of computers with other technology programs such as the federal E-Rate purchase assistance program and the Digital High School Program.

Technology Plan

- ✎ School districts must have an approved technology plan, or be in the process of preparing such a plan, in order to receive funds for new computers.
- ✎ County offices and CTAP will be available to provide assistance to schools in identifying needs and in preparing plans.

UNIVERSITY OF CALIFORNIA INSTITUTES FOR SCIENCE AND INNOVATION AB 2883 (VILLARAIGOSA/MURRAY)

\$75 M

With one in five new jobs in the high-technology sector, California is the leader in research and development. Collaboration between our great universities and private industry has helped spur technological innovations and productive high-tech firms. To maintain California's leadership role in technological and scientific research, Governor Davis proposes establishment of California Institutes for Science and Innovation at three campuses at the University of California.

Purpose

To promote technological and scientific research and training in order to maintain California's leadership in high technology fields.

Funding

Institutes will be created by a competitive application process conducted by a panel selected by the Governor and administered by the University of California. Every dollar of state funds awarded for purpose of construction of an institute is to be matched by \$2 of federal or private funds.

Focus

Institutes may concentrate on, but are not limited to, the following areas of focus: medicine, bioengineering, telecommunications and information systems, energy resources, space, and agricultural technology.